

It is Necessary to Develop an Assessment System that all Students can accept at the Universitas Negeri Malang: An Editorial Board Report

Ediyanto Ediyanto, Mohammad Efendi

Universitas Negeri Malang, Malang, Indonesia

Email: ediyanto.fip@um.ac.id

Abstract: A total of 36 Students with Special Needs (SEN) spread across all faculties prove their acceptance at the State University of Malang (UM). However, there has been no assessment tailored to the student's needs or is still done traditionally. Therefore, it is necessary to develop an assessment tailored to students' special needs, help lecturers gather information, facilitate the decision-making process, and make fair assessments. In addition, by an appropriate assessment system, student understanding can be assessed in various ways and accurately measure student success rates. This study aims to develop formative and summative assessments for SEN in UM. Due to the pandemic conditions and research methods, the assessment developed will be implemented online.

Keyword: Student with Special Needs, Universitas Negeri Malang, Assessment

Universitas Negeri Malang is a university that has accepted students with special needs. From the data collected, there are 36 students with special needs. Most types of special needs are visually impaired (Table 1), which is 38.89%. These students are spread across all faculties at the Malang State University. The distribution of the students are 21 students at the Faculty of Education, five students at the Faculty of Letters, three students at the Faculty of Sports Science, two students at the Faculty of Engineering, two students in the Postgraduate Program, one student in the Diploma Program, one student at the Faculty of Economics and in the Business Computer Program there is one student. However, at the Universitas Negeri Malang, so far, is still using traditional assessment.

Table 1. Percentage of students with special needs at the Universitas Negeri Malang based on the type of special needs

Types of Special Needs	n	%
Visual Impairment	14	38.89
Hearing Impairment	12	33.33
Physically Handicap	6	16.67
Mentally disabled	1	2.78
Narrowing of the spinal conditions	1	2.78
Autism	2	5.55
Total	36	100

For students with special needs, traditional assessments can lead to inaccurate information (Choate & Evans, 1992), injustice (Choate et al., 1992), and not being able to measure quality (Poteet, Choate, & Stewart 1993) in learning. Learning assessment for students is a process that can ensure students have learned about the concepts, skills, and thinking processes that will make them successful (Dwyer, 2008). Therefore, proper assessment is needed for these students with special needs. In general, tests that can evaluate students are formative assessment and summative assessment (Brookhart & Lazarus, 2017; Wiliam & Thompson, 2008; Galevska & Pesic, 2018). Meanwhile, students with special needs require an assessment tailored to their particular needs (Jacova, 2011; Christensen, Carver, VanDeZande & Lazarus, 2011). Thus, assessments tailored to students with special needs can help lecturers gather information and facilitate the decision-making process, fair assessment, student understanding that can be assessed in various ways, and measure student success rates accurately (Bauer & Brown, 2001).

Concerning formative and summative assessments for students with special needs at the Universitas Negeri Malang, they must be adapted to the situation and conditions. The pandemic condition requires that the learning and assessment process be done online. Formative and summative assessments can be done online (Perera-Diltz, & Moe, 2014).

Formative and summative assessments can be done online (Perera-Diltz, & Moe, 2014). Online formative and summative assessment is a new era for learning. The online assessment is in line with the

learning and assessment conducted at the Universitas Negeri Malang. During the COVID-19 pandemic, the Universitas Negeri Malang used an online learning system called SIPEJAR. SIPEJAR is an online learning system based on an LMS (Learning Management System) that allows lecturers (teachers) to develop systematic learning and assessment that students can access through the <https://sipejar.um.ac.id/> page. In this study, the formative and summative assessments developed will be applied at the SIPEJAR facility, Universitas Negeri Malang. Based on the explanation above, developing an online formative and summative assessment for students with special needs at the Universitas Negeri Malang is necessary. After the COVID pandemic ended, all students could accept the assessment and used it in classroom learning.

REFERENCES

- Bauer, A., & Brown, G. (2001). Adolescents and inclusion – Transforming secondary schools. Baltimore: Paul H. Brookes.
- Brookhart, S., & Lazarus, S. (2017). Formative assessment for students with disabilities. Commissioned by the Council of Chief State School Officers State Collaboratives on Assessing Special Education Students and Formative Assessment, Washington, DC.
- Choate, J. S., & Evans, S. S. (1992). Authentic assessment of special learners: Problem or promise?. *Preventing School Failure*, 37(1), 6-9.
- Choate, J. S., Enright, B. E., Miller, L. J., Poteet, J. A., & Rakes, T. A. (1992). Curriculum-based assessment and programming (2nd ed.). Boston: Allyn and Bacon.
- Christensen, L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). Accommodations manual: How to select, administer, and evaluate use of accommodations for instruction and assessment of students with disabilities. Council of Chief State School Officers.
- Dwyer, M. P. (2008). "Beyond Bean Counting: Creating Departmental Assessment that is Manageable and Meaningful," presentation (Kutztown University Assessment Symposium, 17 April 2008).
- Galevska, N. A., & Pesic, M. I. (2018). Assessing children with special educational needs in the inclusive classrooms. *Ss. Cyril and Methodius University*.
- Jacova, Z. (2011). The role of parents in the building of inclusive school culture, The Modern Society and Education 2011, Proceeding of the VI Balkan Education and Science Congress, *Skopje*, 451-456.
- Perera-Diltz, D. M., & Moe, J. L. (2014). Formative and summative assessment in online education. *Journal of research in innovative teaching*, 7(1)
- Poteet, J. A., Choate, J. S., & Stewart, S. C. (1993). Performance Assessment and Special Education: Practices and Prospects. *Focus on Exceptional Children*, 26(1), 1-20.
- Wiliam, D., & Thompson, M. (2008). Integrating assessment with learning: What will it take to make it work? In C. A. Dwyer (Ed.). *The future of assessment: Shaping teaching and learning*. (pp. 53-82). New York: Lawrence Erlbaum Associates.